



Hurworth Primary School

SEND INFORMATION REPORT

Policy Version Control	
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Policy prepared by (name and designation)	Shaunagh Maguire SENCO
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SEND Information Report 2023-2024



Created October 2023
To be reviewed in October 2024

What is a SEND information report?

The Children and Families Act 2014 states that all schools and academies must publish a *Special Educational Needs (SEN) Information Report* every year. This report explains how our school meets the needs of children with SEND. It will be published on our school's website and as part of Darlington's 'local offer.'

This report also complements the [Lingfield Education Trust's](#) and our own [Special Educational Needs and Disabilities Policy](#) which will be updated annually. Our Local Governing Body will also review this report every year and will involve the views of our staff and parents/carers. If you wish to give feedback about the report, please contact our Head Teacher, Mrs Maddison, via admin@hurworthprimary.com

Who do I contact about my child's special educational needs?

Your first point of contact is your child's class teacher. You can contact them via hwpgeneral@hurworthprimary.com or arrange a telephone or face to face appointment via the school office. Our Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCP.) She also provides professional guidance to school staff and works closely with parents/carers and other services that provide for children in the school.

The key contacts for SEND at our school are:

Head Teacher	Mrs A Maddison
SENCO	Mrs S Maguire
HLTA	Mrs K Sellars
Chair of Governors	Mrs C Masheder
SEND Governor	Mrs C Masheder
Designated Safeguarding Lead	Mrs A Maddison
Deputy Designated Safeguarding Leads	Mrs R Lennon & Mrs S Maguire
Designated Person for Looked After Children	Mrs A Maddison

Contact details:

Hurworth Primary School
Westfield Drive
Darlington
DL2 2ET

Tel: 01325 720028

School email: admin@hurworthprimary.com SENCO email: hwpsen@hurworthprimary.com

What are the types and levels of SEND in your school?

We are a small primary school that admit children aged 4 to 11 years old. We are an inclusive school and pride ourselves on our **'family'** ethos, where each child and their needs is understood by **all** of the school community. Children with all types of special educational needs are catered for. The areas of need that are described in the SEND Code of Practice are:

Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH) – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as anxiety, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

At Hurworth Primary School, we have children who have needs in the above categories, some of which who have complex needs and fall into more than one area. Whilst these four categories broadly identify the primary areas of need for children, our school will consider the needs of the **child as a whole** and not just their special educational needs.

Who decides if my child has a SEND?

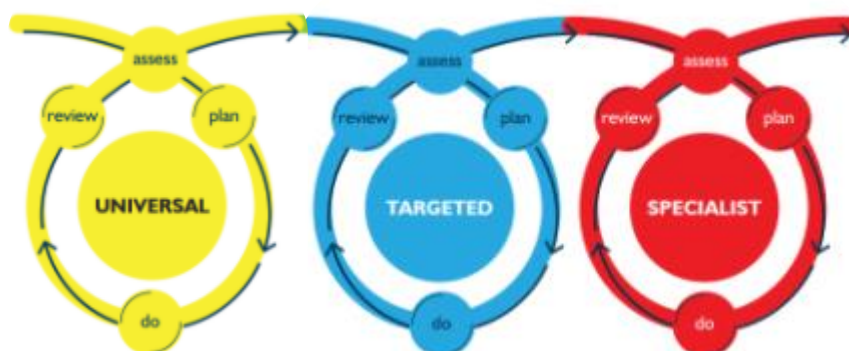
At Hurworth Primary School, we aim to identify children's special educational needs **as early as possible** so that they have the best possible outcomes.

A child has SEND where their learning difficulty or disability requires special educational provision that is different from or additional to that is normally available to children of the same age.

As a school, we strongly believe that having a special educational need is not about seeking a label or a diagnosis; it is about ensuring the child has the right level of support in place for them to be the best version of themselves.

Our school recognises that parents/carers know their children best, therefore we listen to and understand when concerns are expressed about their child's development. Staff also listen to and address any concerns raised by children themselves.

We have a clear approach to identifying and supporting children with SEND. We follow a three tier model which follows the 'graduated approach' and ensures children receive the right level of support.



Universal support

Teachers are responsible and accountable for the progress and development of **all** children in their class. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have a Special Educational Need (SEN). Teachers assess and monitor children's progress on a termly basis using an assessment tracking tool designed by the trust. This helps teachers identify children not making adequate progress across areas of the curriculum. If a teacher has a concern about a child's progress, attainment or their behaviour, they will first refer to the school's 'Quality First Teach Toolkit' and the 'SEND ranges' to explore different approaches in supporting the child.

Targeted support

After 3 weeks, the teacher will review whether the different approaches have made a difference to the child. If it hasn't, then the teacher will complete a standardised form, highlighting the child's strengths, difficulties and what has already been put in place to support the child. The SENCO will arrange with the class teacher to observe the child in the classroom setting and discuss what targeted support the child may need. This may be using additional resources or accessing small group/1:1 interventions designed to address the need. These additional provisions are implemented and reviewed in 6 weeks. Parents/carers may be made aware of this level of support as they may be able to support their child at home as well.

Specialist support

Support plans

If there is little or no progress after the targeted support, a meeting is arranged with parents/carers to inform them of what has already been put in place and for any other concerns to be shared. A pupil passport (a profile about the child as a whole) is written by

the teacher in conjunction with the child. You can see an example on the [SEND policy](#) which is on the school's website. The pupil passport can be viewed by all members of staff on the school's online portal so they understand the child's needs and are aware of how best to support them. This is updated as and when needed. A support plan may also set up which again is written in conjunction with the child and their parents/carers. An example of a support plan can also be viewed in the [SEND policy](#). Up to three targets are set on these documents which are reviewed every 6-8 weeks depending on the nature of the target. These targets are to help overcome the barriers the child is facing. Not all targets may have an academic focus. They could be based on any of the four key areas of SEND mentioned at the beginning of this document. They have a child friendly version of their targets which is sent home and is accessible in the classroom. This cycle of assess, plan do & review ensures everyone works together to continually support the child receives and improves the rate of progress. Some children who have SEND may not need a support plan depending on the nature of their need.

At this level of support, the child would be placed on the additional needs register (with parent's consent). This is so that the SENCO and other senior leaders can monitor the progress of the child closely. It may be that other professionals such as speech and language therapists, educational psychologists and occupational therapists become involved (with parental consent) to support school with programmes or recommendations to help address the child's needs. These will be used to inform the child's support plan. Parents/carers are also fully involved in this process and receive the same documentation as school. Meetings are held so that all parties agree on what is best for the child. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can and **be the best version of themselves**.

EHCP

If the needs of the child are not being met through the provision, support and actions outlined in the support plans, a multi-agency meeting will agree to submit the appropriate evidence to the local authority, requesting a statutory assessment for an Education Health Care Plan (EHCP). An EHCP is required for children whose needs require a more **intensive level of specialist help** that cannot be met from the resources available to school. The needs of the child sit in range 4 or above in relation to the [SEND Ranges](#) from the local authority. The application for an Education, Health and Care Plan will combine information from a variety of sources such as their support plans, specialist reports, views from the both the child and parents/carers and also the SEND ranges. A decision will be made by a panel of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Every child that has an EHCP will have an annual review where all professionals involved with the child will meet at school with their parents/carers and review their short and long term outcomes, set new ones and discuss any amendments that need to be made to the EHCP document. Children with an EHCP will still have support plans and pupil passports that will reflect the targets and information set in the EHCP document.

What additional provision can you offer a child with SEND?

One of the key aims of our school is to ensure **all children** – including those with SEN and disabilities; *achieve their very best and become successful, well-rounded individuals*. Most importantly, we ensure the children with SEND are **happy, motivated and make expected levels of progress** throughout their time in school. We believe that all children should have high quality teaching, adjusted to meet their individual needs.

Inclusion

At Hurworth Primary School, inclusion is at the very heart of our school because we are a family; we promote and value equality and differences, celebrate all successes and achievements and support each other when in need. We are committed to eliminating discrimination, promoting equality of opportunity and fostering positive relationships. **We do not see SEND as a barrier to accessing the curriculum.** Through careful planning, seeking advice and making adaptations, children with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. As part of any school trip or off-site risk assessment, children's special educational needs are catered for to ensure they have the same quality experience as their peers. Children with SEND represent our school in sporting and musical events throughout the academic year. Members of the junior leadership team and school council team are children with SEND.

Emotional wellbeing & social development

At Hurworth Primary School, we prioritise the emotional wellbeing and the social development of **all** children because we believe if these areas aren't addressed then the capacity to reach their full potential academically is hindered. We address wellbeing issues through our curriculum, particularly in PSHE and computing, through our assemblies and through targeted support. Pastoral slots are allocated in our weekly staff meetings so that all staff are aware and understand the children's needs. Some of our staff members have qualifications in supporting children with mental health needs and/or are Mental Health Leads. All teaching assistants are trained in active listening so that they can lead 1:1 supportive listening sessions. In addition, we have a school counsellor who attends school on a weekly basis to work with children needing more specialist support. Our enrichment and extra-curricular offer hones in on developing children's interests and talents but also offers opportunities to promote having good physical and mental health.

Our junior leadership team includes children who are trained playtime assistants that dedicate some of their playtimes hosting active games for children of all ages and needs to join in. Our PE coaches also run active games on some of our lunchtime breaks. These opportunities allow children to learn social skills within fun, active games, some of which are

competitive. Our lunchtime arrangement provides our children the opportunity to socialise with others outside of their year group. Children are grouped in families which encompasses children from all year groups.

Some of our teaching assistants lead targeted social skills groups to support those children who have difficulties in this area such as Lego therapy. Our enrichment and extra-curricular offer hones in on developing children's social development and provides them the opportunity to interact with children outside of their year groups. Our sporting clubs teach and emphasise our school values but particularly hone in on teamwork and fairness.

Academic support

At Hurworth Primary School, we know our children very well: their needs, their style of learning and their personality. Our teachers tailor the support needed to the individual child as we believe that it is not a 'one size fits all approach'. A child with SEND may need additional resources and adult support so that they can access the curriculum. They may need to access a different year group's curriculum if their cognitive need is more complex. We use the trust's 'Curriculum for All' document which supports staff in all subjects in the curriculum on how to support children and challenge them based on the primary need. Some children benefit from pre-teaching so that they have some knowledge prior to the topic being taught to the rest of the class. Others may need to regularly revisit a concept so that they are secure with it. Teachers may access advice from external professionals or request assessments to pin point specific needs. Several of the external agencies we use can provide school with programmes that the child can work through to address a particular need. We have a range of technology and sensory based equipment that can also be used to enable children to access the curriculum. There are spaces outside of the classroom that children can access work stations or where interventions can be delivered. Most classrooms have individual work stations that children with or without SEND can access. There are areas in the school grounds such as outdoor classroom, the pods, school garden and the mud kitchen which teachers plan into the curriculum when appropriate to maximise learning opportunities.

Transition

Our school strives to ensure that with the right support, all children, including those with SEN or disabilities can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start of the child's journey. Our SEND support includes planning and thorough preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. Our transitions are effective and child led so that the children feel prepared and are happy about the next step in their education. This is particularly applicable for children with SEND. If a child has an EHCP, this will be reviewed and amended in sufficient time prior to moving between key phases of education. For children transferring to secondary school, additional support is specifically tailored to meet individual needs. This may include additional supported transitional visits and 1:1 meetings.

Medical needs

If a child has a medical need then a detailed Care Plan is compiled by our office manager, in consultation with parents/carers. The Care Plan is then discussed with all staff involved with the child. All of our staff receive basic first aid training, in addition to those that have full paediatric first aid training. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medication agreement (in line with the [medication policy](#)) is in place to ensure the safety of both the child and staff member. All of our staff members are also trained in the administration of medicines.

If a child's medical needs are long term or lifelong and impact on their access to the curriculum, the SENCO oversees the provision for them ensuring that school accommodates their needs. They will have a pupil passport highlighting their needs so that all staff are aware of how best to support them. They may or may not need a support plan.

How will my child be assessed?

Our children may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are measured in our school using a system called PIVATS. Aspirational targets are set for all children assessed against PIVATS.

What kind progress to children with SEND make in your school?

At Hurworth Primary School, we strive to ensure that children regardless of their needs make expected progress in their learning. Where this is not possible, other assessment tools which are broken down into smaller steps can be used. Small progress is still progress! We also do not see progress as just attainment grades on a database; children can make progress in their social development, their independence and confidence and these are just as important as their academic skills. Pupil progress meetings are held every term. This is a meeting where the class teacher meets with members of the leadership team and the SENCO to discuss the progress of all the children in their class.

How would you support my child with external tests?

We have high expectations of all of our children regardless of their needs, involve them in all aspects of learning and consider the needs of the child as a whole; not just their special educational needs. If a child was not able access the external tests due to their needs, this would be discussed with the child's parents/carers. Depending on their needs, access arrangements may be put in place to support them during these tests, for example: extra time, a scribe or a room where they can work away from their peers. Again, these arrangements would be discussed with the child and their parent/carer.

How would I (as a parent/carer) be involved in my child's education?

We firmly believe in developing a strong partnership with parents/carers as this helps children with SEND to achieve their full potential and helps inform high quality teaching practises within the school, for the individual child. Our school recognises that parents/carers have a unique overview of their child's needs and how best to support them and this gives them a key role in the partnership. All members of staff highly value our parent's /carer's views. We expect parents/carers to attend support plan/EHCP reviews and annual transition meetings so that they can see the progress their child is making and work with teachers so that their needs, interests and wishes are captured. As these meetings are on a half termly basis, we also have an open door policy and encourage families to contact the class teacher or SENCO when any matter regarding their child arises. Annual questionnaires are sent to parents/carers with children with SEND to also enhance the provision we offer.

How would my child be involved in reviewing their progress and planning support?

As with everything at Hurworth Primary School, children are at the centre of all decisions made and we highly value their voice and opinion. We are committed to involving children with SEND in decisions about their learning and their time here. We do this through involving them their support plan/EHCP reviews so that can reflect on their progress and be part of the discussion in the next steps. Each child with SEND has a pupil passport which is written by themselves in conjunction with the class teacher and is updated as and when. This ensure all staff are aware of their needs and how best to support them. We have children with SEND representing our school as junior leaders or members of the school council. The SENCO actively gets to know all children with SEND so that they have another trusted adult they feel comfortable talking to. The SENCO is also a Deputy Designated Safeguarding Lead. Annual child-friendly questionnaires are delivered 1:1 with children with SEND so that accurate feedback can be used to enhance the child's experience in school but to also enhance the SEND provision.

What expertise in SEND does your school have?

At Hurworth Primary School, we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes: identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered. The quality of teaching for children with SEND, with the progress made by children, is a core part of the Lingfield Education Trust's performance management arrangements and its approach to professional development for all teaching and support staff. The SEND team regularly access training in all areas of SEND and feed this back to all members of staff.

Expertise within the school include qualifications in:

- National SENCO Award
- Autism awareness

- Strategies for supporting children with 'dyslexia' (difficulties with reading, writing and spelling)
- Hosting 'Team Around the Family' meetings
- Strategies for supporting children with fine and/or gross motor difficulties
- Strategies to support children with challenging behaviours
- Speech language and communication needs
- Social skills and emotional development
- Social stories
- Counselling & supportive listening
- Social, Emotional and Mental Health needs
- Acquired brain injuries
- Raising self-esteem and resilience
- Bereavement
- Strategies for supporting children with visual impairments.
- Strategies for supporting children with hearing impairments.
- Makaton

How do you evaluate the SEND provision in your school?

We formally consult children one to one, their parents/carers and the staff at Hurworth Primary School and conduct an audit at least annually to evaluate the effectiveness of the provision. The voice of the child and our parents/carers is highly valued and we are always keen to hear feedback whether it be positive or negative and will make changes as necessary. Additionally, we use our leadership team to support the SEND team in developing the provision and seek advice from other SENCOs and leaders in the trust. At Hurworth Primary School, we use online information systems to monitor the progress and development of all children. This helps us to develop the use of interventions that are effective and to remove those that are less so.

How accessible is your school and how do you arrange equipment or facilities children need?

At Hurworth Primary School, we are committed to improving access for all people to the building and for all children to access the curriculum. We endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including children, staff and visitors with a disability. Our school is fully accessible. Our [accessibility policy](#) is reviewed annually. Please read this on the school website to find all the information you will need.

What do I do if I want my child to have a place at your school?

First of all, we recommend you arrange a tour around our school so that you can see first-hand whether we are the right school for your child. If your child has special educational needs and you would like a place at our school, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs. Our [admissions policy](#) is available on our school and trust website.

What do I do I talk to if I have a compliment or a complaint?

Our Head Teacher is always keen to receive feedback regarding her staff and the provision Hurworth offers. Families can speak to Mrs Maddison at the school gate on a morning or can request a phone call or face to face appointment via the school office. If there are any disagreements with parents/carers about SEND support for their child, we will work with them to try to resolve these.

Where can I get information, advice and support?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

At Hurworth Primary School, we are committed to the equal inclusion of all children in all areas of Early Years and Primary School life. We recognise the diverse and individual needs of all of our children and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on the Darlington's People's Information Point which is an online directory:
<https://livingwell.darlington.gov.uk/Categories/528>

Our social media and school website shares current and relevant information that families may find useful in supporting their children with SEND and those who are not SEND. We also email families to signpost them when we believe that the service will benefit their circumstances

<https://www.hurworthprimary.com/localfamilysupport>

SENDIASS – SEND Information Advice Support Service

Phone - 01325 405878

Website - <https://www.darlington.gov.uk/education-and-learning/darlington-special-educational-needs-service/information-advice-and-support-service/>

Email - iass@darlington.gov.uk

Our contact details:

01325 720028

admin@hurworthprimary.com (School office)

hwpsen@hurworthprimary.com (Mrs S Maguire - SEN